



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Young leaders were trained in house by year 6 teacher and equipment was bought and organised for play and lunch times.	Year 6 children had responsibility to organise active lunches using equipment available to them.	Ensure that the play leaders are being utilised all through the year.
Get Set 4 PE scheme continued.	Progression of lessons and skills are more obvious. Teachers feel more confident using this scheme of work.	. The scheme of work is still relevant and easy to pick up by new teachers and staff in the school.
Children have attended lots of tournaments and workshops.	Children have had the opportunity to attend festivals and have also attended tournaments.	It has been a very full-on year with the amount of sports that we have attended. The children have enjoyed it but it would be good to have some coaching/practice

before going to tournaments.

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>e.g. Introduce lunchtime sport sessions/activities for pupils.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity.</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p>

<p>e.g. CPD for teachers.</p>	<p>Primary generalist teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£5000 for 5 teachers to undertake CPD.</p>
<p>Supporting staff in developing their confidence and knowledge in delivering PE lessons.</p> <p>Teachers will use the PE scheme 'Get Set</p>	<p>Teaching Staff Sports Coaches Pupils</p> <p>Teaching Staff Pupils</p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE</p>	<p>Staff will feel more confident delivering effective PE lessons having attended CPD and observed specialist coaches.</p> <p>High quality sequences of learning are being implemented and are progressive, challenge</p>	<p>£ 7,876.78</p>

<p>4 PE' following the long-term curriculum plan set out for the year, depending on festivals and competitions we will attend.</p>		<p>and sport.</p>	<p>the whole child and meet the needs of staff and pupils.</p> <p>Mastery approach to teaching PE, supporting success cognitively, socially and emotionally to ensure every child can be successful and achieve.</p>	<p>£585</p>
<p>To arrange relevant CPD and ongoing training and support for staff.</p>	<p>Teaching Staff</p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Deliver CPD and training according to staff audit to support staff with their specific needs.</p> <p>Provide teachers with access to ongoing training and resources.</p>	<p>£200</p>
	<p>Teaching staff</p>	<p><b>Key Indicator 1:</b> Increased</p>	<p>SSCO to support the PE coordinator and provide CPD to staff. SSCO organises EPA tournaments and</p>	

The employment of SSCO.	Pupils	confidence, knowledge and skills of all staff in teaching PE and sport.	festivals.	£3500
Youth Sports Trust Membership	Teaching Staff Pupils	<b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Provides comprehensive support and professional development for PE, School Sport and Physical Activity (PESSPA). Supports schools in making the most of their PE and Sports Premium investment whilst meeting new application and reporting requirements.	£ 437.50
Audit of PE equipment for 'Get Set 4 PE' scheme and order required equipment.	Teaching Staff Pupils	<b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Conducting a regular audit of PE resources will ensure we have the right quality and quantity of resources to support high quality practice.	£270

Organisation of PE shed	Teaching Staff	<b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.	By ensuring we have good storage systems for PE equipment, staff will know what PE equipment is available and where to access it easily.	
Monitor participation in activity and sports events/competitions	Teaching Staff Pupils	<b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Develop an efficient and effective system of monitoring pupil's daily activity and participation in sports.	
New playground equipment.	Teaching Staff Pupils	<b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity.	New playground equipment to ensure children are provided with engaging activities at break times. This will support pupils to be active 60 minutes a day.	£270
Provide extra-curricular provision.	Pupils	<b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity.	Sports clubs to be paid for before and after school run by sports	£4500

<p>Young Leaders training by year 6 teacher. Young Leaders to act as Sports Leaders who will run active games at lunchtimes.</p> <p>Clubs, sessions and opportunities to engage pupils who are least active.</p> <p>Provide teachers with a bank of active movement breaks to implement between lesson, such as Wake Up, Shake Up and Go Noodle.</p>	<p>Pupils Teaching Staff</p> <p>Teaching staff Pupils</p>	<p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity.</p>	<p>coaches.</p> <p>Leadership program to support young leaders in running lunchtime active games to encourage children to be active. Year 6 were trained but a rota was not established due to the cohort. Year 5s have been trained ready for September.</p> <p>Create clubs, sessions and opportunities to engage pupils who are least active.</p> <p>Evidence to suggest movement breaks supports pupils in maintaining concentration and attention, energy levels and expand their</p>	<p>£925</p>
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PE Coordinator to attend regular PE courses and CPD throughout the year.	Teaching Staff	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	PE coordinator to action advice in CPD and training courses.	£150
Provide sports opportunities for SEND, PPG and vulnerable children.	Teaching Staff Pupils	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	Focus on raising the profile of PE and sport for SEND, PPG and vulnerable children. Provide specific sporting events and activities for these children, such as Boccia.	
School Games Awards	Teaching Staff	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	Continue inputting data for School Games Mark with the aim of achieving the Gold Award.	£100
Assessment in PE	Teaching Staff	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	PE coordinator to work with SSCO and PE coordinators in the EPA to develop an effective way of assessing PE.	

Celebrate sporting achievements and successes	Teaching Staff Pupils	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	Keep certificates and awards on display in school to celebrate participation.	£42.00
Subject Leadership time/supply cover for training courses	Teaching Staff	<b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.	Supply cover for PE coordinator to attend CPD and training courses.	<i>£1000</i>
Coach bookings for EPA sporting events or West Oxfordshire Competitions.	Teaching Staff Pupils	<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	Ensure all children are given opportunities to participate in events with other EPA schools. To be inclusive (e.g. Boccia)	<i>£ 1,369.17</i>
Forest School	Teaching Staff Pupils	<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all	Forest School for the whole school led by trained Forest School	

Sports Workshops	Teaching Staff Pupils	pupils. <b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	Leader. Organise workshops which incorporate a range of sports and activities for pupils to try (e.g. Boogie Bounce, athlete visit).	
Boys and girls Football league	Teaching Staff Pupils	<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	Boys and girls will play in a league with other schools.	£310
Children to learn about and participate in 3 paralympic sports during the year	Pupils Teaching staff	<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	The teachers will teach the sport and give them an opportunity to play it.	
Children who are at risk of not achieving 25m swimming	Pupils	<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all	Year 6 pupils to have booster swimming sessions to provide	£1600

distance to have booster sessions		pupils.	further opportunity to fulfil the national curriculum expectations	
Attend festivals, inter school competitions and School Games events. This will be paid to SSCO.  Attend tournaments run by the EPA.	Pupils  Pupils	<b>Key Indicator 5:</b> Increased participation in competitive sport.  <b>Key Indicator 5:</b> Increased participation in competitive sport.	Compete at school level against other West Oxfordshire pupils. This is to include an EPA Sports Day event at a running track.  Arrange teams and compete at tournaments against other schools in the EPA.	<i>£500</i>

## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>'Get Set 4 PE' scheme of work</p> <p>Sport coaches and workshops</p> <p>Play shed, equipment, play leaders</p>	<p>The confidence of teachers delivering PE lessons have improved. A lot of teachers have commented how it is easy to follow and it is progressive.</p> <p>Children have participated in workshops including a trampolining one and has had a visit from an athlete. Some children have also been taught by sport coaches.</p> <p>Having a range of equipment, class balls and access to the play shed has meant that children have resources to play a variety of games outside which means that they are more active at lunch times. This has allowed year 6's to lead games and activities for children who may not know what to do during unstructured times to keep them active.</p> <p>We have participated in all events that have been put on by the EPA which meant that</p>	<p>Next step: assessment of PE</p> <p>Next step: To arrange workshops for a variety of sports.</p> <p>Next step: increase movement in the classroom effectively and monitor this.</p>

<p>Attendance for sporting events, in school and out of school hours.</p> <p>School Games award</p>	<p>these children have experienced a broader range of activities in different places. This has also meant that we have increased participation in competitive sports.</p> <p>Applying for the School Games award has meant that the profile of PE is raised as we want to achieve gold again. To achieve this, we have conducted pupil and staff voices, created a sport council and a change 4 life type club.</p>	<p>Next step: run intraschool competitions to create a positive but competitive atmosphere.</p> <p>Next step: apply for school games award again next year</p>
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# Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>89%</p> <p>25/28</p>	<p><i>After the set of swimming lessons for the class, 25 children have passed.</i></p> <p><i>Those who were unable to pass have made improvements; some children were unable to get into the pool in September/take feet off the ground but now are more water confident.</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>2/28 at red stroke development <b>7%</b></p> <p>10/28 at green stroke development <b>36%</b></p> <p>16/28 at blue stroke development <b>57%</b></p>	<p><i>Same as above, thanks to the additional sessions, more children were able to pass the stroke development section at a higher level.</i></p>

*requirements of the National Curriculum programme of study.*

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>89%</p> <p>25/28</p>	<p><i>Same as above, thanks to the additional sessions, more children were able to pass the water safety aspect of the course to a higher level.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	
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Signed off by:

Head Teacher:	<i>Sarah Nickelson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Shannon Baker-Roberts SENCo and Class Teacher</i>
Governor:	<i>Harry Porter Parent Governor</i>
Date:	<i>07.07.2025</i>